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ABSTRACT

One of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, this learning module deals with employing simulation techniques. It consists of an introduction and four learning experiences. Covered in the first learning experience are various types of simulation techniques, including the in-basket technique, gaming, and role playing. The second and third learning experiences involve using and criticizing the simulation techniques in simulated classroom situations. In order to complete the final learning experience, the students must employ simulation techniques in an actual teaching situation. Each learning experience contains an enabling objective, an overview, one or more learning activities, and a feedback instrument (either a self-check or a teacher performance assessment form). (MN)

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ED224948

MODULE
C-5

Employ Simulation Techniques

Second Edition

Module C-5 of Category C—Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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The Ohio State University

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to George W. Smith Jr. , Art Director at AAVIM, for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research in
Vocational Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD • COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

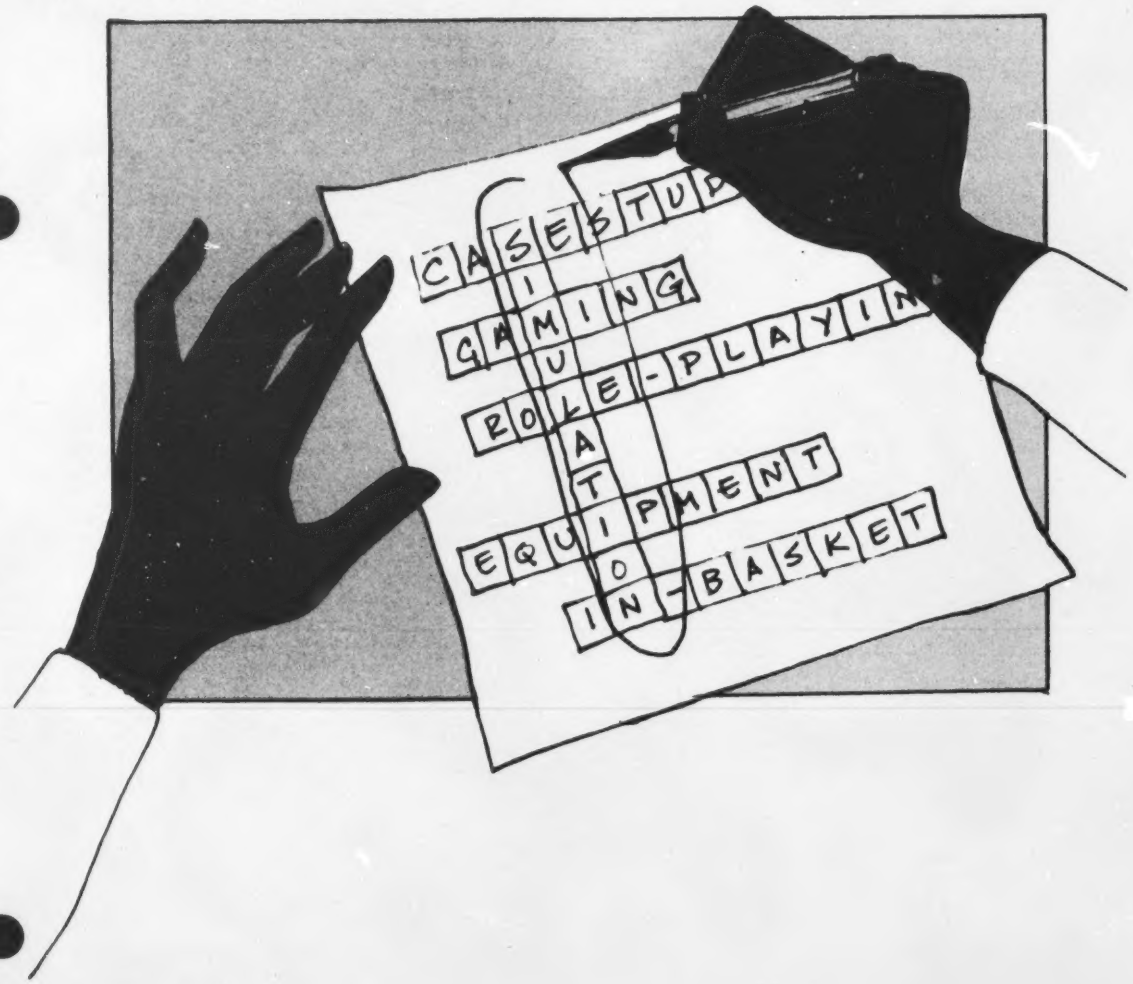
Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

Simulation techniques are being used more and more often in classrooms as students and teachers both become increasingly aware of the need for realism in education. Simulation has been defined in many different ways. In this module, simulation will be defined as the creation of a realistic environment, using lifelike problem-solving activities that are related to present or future real occupational experiences. Numerous types of simulation techniques such as the use of in-basket exercises, simulator equipment, case studies, games, and role-playing can be included under this definition. Since role-playing is so frequently used in the classroom, it is given special emphasis in this module.

Not only are there many different types of simulation, but each type may be used in a variety of ways in the various occupational specialties. Simulation techniques can be used to involve students in the decision-making and problem-solving situations they are likely to encounter in the real world (e.g., dealing with employer/employee relations). Students' experiences on the job can be decidedly easier if they have had the opportunity, through simulation experiences, to test their skill first in a classroom or laboratory setting where the consequences of failure are less threatening.

This module is designed to give you skill in using simulation techniques in teaching to help your students meet lesson objectives and gain the competencies they need to prepare for the real world of work.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, employ simulation techniques. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 59–60. (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the various types of simulation techniques and the characteristics of each (*Learning Experience I*).
2. For simulated classroom situations, use or critique the use of simulation techniques (*Learning Experience II*).
3. For simulated classroom situations, use or critique/describe the use of role-playing techniques (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B-4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Current Index to Journals in Education through which you can locate journal articles relating to simulation in general and to its uses in your occupational specialty.

Reference: Horn, Robert, and Cleaves, Anne. *The Guide to Simulations—Games for Education and Training*. Fourth Edition. Beverly Hills, CA: Sage Publications, 1980.

Reference: Jones, Ken. *Simulations: A Handbook for Teachers*. New York, NY: Nichols Publishing Company, 1980.

Locally produced videotapes of teachers using simulation techniques that you can view for the purpose of critiquing the performance of those teachers.

Videotape equipment for viewing videotaped presentations involving the use of simulation techniques.

Learning Experience II

Required

Simulation materials, either commercially prepared or developed by you, to use in conducting a simulation experience.

1–5 peers to role-play students with whom you are conducting a simulation experience, and to critique your performance in conducting this activity. If peers are unavailable, an alternate activity has been provided.

Learning Experience III

Required

Role-playing materials, either commercially prepared or developed by you, to use in conducting a role-playing experience.

2–5 peers to role-play students with whom you are conducting a role-playing experience, and to critique your performance in conducting this activity. If peers are unavailable, an alternate activity has been provided.

Optional

Reference: Clark, Leonard H., and Starr, Irving S. *Secondary School Teaching Methods*. Third Edition. New York, NY: Macmillan Company, 1976.

Reference: Maier, Norman R.F.; Solem, Allen R.; and Maier, Ayesha A. *The Role-Play Technique: A Handbook for Management and Leadership Practice*. LaJolla, CA: University Associates, Inc., 1975.

Learning Experience IV

Required

An actual teaching situation in which you can employ simulation techniques.

A resource person to assess your competency in employing simulation techniques.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

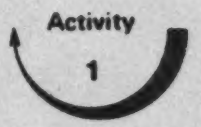
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

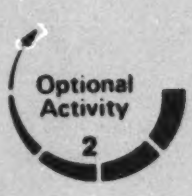
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the various types of simulation techniques and the characteristics of each.



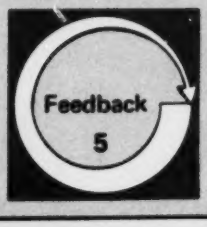
You will be reading the information sheet, Employing Simulation Techniques, pp. 6–12.



You may wish to review the *Current Index to Journals in Education* in order to locate journal articles relating to simulation in general and to its uses in your occupational specialty. You may also wish to obtain a subscription or other access to a journal keyed to this topic. You may, in addition, wish to refer to one or both of the following supplementary references: Horn and Cleaves, *The Guide to Simulations—Games for Education and Training;* and/or Jones, *Simulations: A Handbook for Teachers.*

You may wish to view locally produced videotapes of teachers using simulation techniques in the classroom or laboratory and to critique the performance of those teachers.

You will be demonstrating knowledge of the types of simulation techniques and the characteristics of each by completing the Self-Check, pp. 13–14.



You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 15.

Activity 1

Some form of simulation can be used to improve instruction in just about every occupational area—it's a matter of developing ideas and selecting the right technique. To find out how the various kinds of simulations can be applied to your instructional program and how to set them up, read the following information sheet.

EMPLOYING SIMULATION TECHNIQUES

Simulation techniques are gaining increased popularity in the classroom as a means of preparing students to function effectively in their chosen occupations. The advantages of simulation are many and the disadvantages few. Simulation is often more effective than other methods of instruction in gaining the interest of students and in motivating them to become more involved with learning activities. Simulation techniques can accomplish the following:

- Provide a degree of realism and immediacy that is often lacking in the presentation or discussion of ideas
- Allow students to experiment in a safe, simplified, and realistic environment with minimal fear of failure
- Permit students to get feedback on their performance in a nonthreatening situation
- Afford a realistic experience at a cost that is generally less than that involved in an actual experience
- Offer short-term experiences and feedback in what are often long-term processes in the real world
- Present a conflict situation that can involve the student more actively in the learning process than can other instructional techniques such as the illustrated talk
- Allow the student some control over events in the situation
- Allow the students to assume and experience other roles
- Control the situation and structure it so it may be handled
- Emphasize team learning and student interaction
- Combine cognitive, affective, and psychomotor learning
- Provide immediate feedback to students
- Allow certain tasks to be taught that would not otherwise be possible in a school setting because of their complexity or unusual resource demands

In simulation experiences, theory and practice come together naturally. Instead of simply reading or hearing about the need to set priorities, business and office students can, in a simulated office situation,

actually **experience** this need. Furthermore, they can practice responding to a variety of tasks as they would be expected to respond in the real work world. Decision making (such as that required in the setting of priorities) is encouraged through simulations, and decision making is at the core of meaningful learning. Critical thinking habits, attitudes, and knowledge of facts may be developed through simulation.

Because they are a step removed from reality, simulations are ideal for handling moral and ethical issues, human relations, and other sensitive areas. How better to learn to handle yourself at a job interview than to practice these skills through a role-playing situation.

Simulation experiences are particularly important in competency-based vocational programs. Many occupational competencies require that students

train and practice in a setting as close to the actual job situation as possible. Simulations also provide one basis for evaluation of the student, with the student demonstrating proficiency in the target competency under the observation of a resource person.

Simulation techniques are effective in so many teaching-learning situations that every vocational-technical instructor should be competent in using the techniques. The effective use of simulation techniques requires that (1) before a simulation technique is used, the performance objective(s) be made clear to the students; i.e., they must know the purpose of the experience; (2) the students be oriented to the experience; and (3) a follow-up discussion be held at the close of the simulation experience to reinforce key concepts and evaluate whether the objectives have been attained.

Commercially developed or teacher-made simulation materials can be very effective. In addition, there are advantages to having students formulate and develop their own simulations. Generally, the student-designed experiences will be geared automatically to the right level of difficulty. If they aren't, students can easily redesign them.

Self-designed simulations let students focus on the new behaviors to be learned, rather than on the rules for participating in a simulation designed by someone else. Learning may also take place while the students are analyzing the situation in order to be able to develop a simulation. Student goals and interests remain the central focus of the simulation. Student-developed simulations are usually shorter and cost very little. However, a considerable amount of time may be required for their development.

Simulations are equally useful at both the secondary and postsecondary levels. Instructors in postsecondary institutions will find that their students respond particularly well to instructional simulations. Students at that level have the maturity to understand the deeper purposes of simulation activities and how they relate to the real work place. Many students will bring to the situation a wealth of personal experience that can be applied to the simulation, to the benefit of not only themselves, but to their fellow students as well. Higher level skills involving sophisticated problem-solving and decision-making processes may be learned through simulations in a way that would not be possible using traditional methods.

Types of Simulation

In-Basket

The in-basket technique gets its name from the materials that are its key element. The technique is basically a decision-making exercise structured around a real-world situation. It focuses on a student's ability to set priorities and carry out tasks. Participants assume the role of decision makers and react to materials provided to them, such as letters, memoranda, and other papers that can be found in the incoming mail or in-basket.

An example of an in-basket exercise might be that of a basket placed on a "secretary's" desk containing (1) a letter to be typed for the supervisor within the hour; (2) a memo to be sent to an associate canceling a luncheon appointment; and (3) a request that the "secretary" make dinner reservations for the supervisor and a client. The "secretary's" assignment would be to decide the order in which the tasks should be completed and to perform the tasks required. At any time during the exercise, additional items (e.g., a phone call urgently requesting some important information) could be placed in the in-basket, requiring the "secretary" to consider adjusting priorities.

An elaborate form of in-basket activity is the simulated office setting. Here, a group of business and office students assume all the roles of a complete office staff—accepting and distributing work, typing and duplicating materials, meeting deadlines, making decisions, and solving problems as in a busy general office. The same technique could doubtless be applied to other vocational and technical service areas.

The in-basket technique provides a meaningful situation that requires the budgeting of time and setting of priorities for the performance of tasks. It also requires the demonstration of the skills involved in carrying out the tasks (e.g., typing). Feedback from the teacher and other participants allows the student to know exactly how well he/she is doing.

Equipment

This type of simulation is useful when instructing vocational-technical students who will work with equipment in the real world. Many times it is impossible to have the actual equipment in the vocational laboratory because of space, cost, or danger. However, with some type of simulator, the student can acquire the next best experience. The design of a simulator must allow the operation to be performed in the same way it would be in real life, but without extra features that might interfere with the basic skills to be learned. The simulator must be designed so that users have essential controls to manipulate just as they would in real life.

For example, a driving simulator allows users to react to realistic conditions that they might encounter in actual traffic. Feedback must be provided, so that the users can evaluate their responses and not continue to make the same mistakes. Use of skills not central to the experience are deliberately omitted. Thus, the driving simulator does not require the user to close the car door, stop at a gas station, park in the garage, etc.

Equipment simulators can range from simple, nonfunctional practice keyboards to something as complicated and expensive as the famous Link trainer used to train aircraft pilots. The U.S. space program has used simulators extensively, employing them to train astronauts to fly the command modules and creating a simulated surface of the moon on a Western desert. Unfortunately, the problem of expense somewhat limits the use of simulators in vocational-technical education.

Malfunction simulators have relatively complicated computerized consoles that allow students to simulate performing a repair task. By pressing buttons, students can attempt to locate the malfunction in a piece of equipment. The computer then feeds back information describing the results of the student's action.

Related to equipment simulators is the use of mannequins in health occupations. These "Chase dolls" simulate patients, and they can be used to train students in many health-care procedures. Some of these mannequins are mechanically or electronically controlled to react to certain procedures in the same way as would a live patient. A "Choking Charlie," for example, disgorges a piece of simulated food from his windpipe when the Heimlich maneuver is properly performed. "Resuscitation Annie" is used in training students to perform cardiopulmonary resuscitation (CPR).

In addition, computer-assisted instruction (CAI) is a rapidly growing technology with potential applicability in every classroom regardless of the subject. The technology, hardware, and software are available, and the costs are reasonable and becoming more so as the industry grows. Individual units such as Apple and Plato are becoming more commonplace in schools. Computer programs at present tend to be related to basic skills such as English and math. However, the skilled programmer can create programs for any subject. For example, a program can be easily created to cover the knowledge aspects of any area, using the principles guiding any good programmed instruction.

But beyond that, computers are being used to do wonderful things in the area of simulation. An auto repair problem can, for instance, be programmed into the computer. Individual students, then, can key solutions into the computer and receive immediate feedback concerning the appropriateness of their solutions without the danger of making errors on an actual automobile. Such simulation capacities are becoming highly sophisticated. The atomic energy industry, for example, tests the safety of its power plants not in reality but through computer simulations. The area of computer simulation, thus, is one in which you should definitely keep up to date for applicability to your own instruction.

Case Studies

Case studies provide a description of a realistic problem situation. There are two basic types of case studies. One, which we shall call the case study, presents both the problem and how one individual (or group) solved that problem. The students' job, then, is to analyze how well that individual or group performed in solving the problem. In the process of analyzing another's performance, students test their own knowledge as well.

A more complex test of the students' knowledge can be accomplished using what we shall call the case situation. The case situation presents only the problem; it is open ended. It is then up to the students to analyze and solve the problem as if they were involved personally in the situation.

You can either (1) give the class or an individual student a case study or situation or (2) guide the students in developing it themselves. The case must appeal to students as being challenging, worthy of solution, and possible to solve. It must be something familiar to the students, so that they have a background of experiences to use in working toward a solution. It must be stated interestingly enough to gain attention and be phrased in language suitable to students' level of understanding. Of course, it must be related to the lesson objectives.

An example of a case situation follows:

> John Jones is a salesman who works on a commission basis for a shoe store. He has formed a friendship with another salesman, Joe Smith. Store policy has been that salespeople will take turns waiting on customers. John's friend, Joe, has started taking all the customers by greeting them as they walk into the store whether it is his turn or not. What would you do if you were John and needed the commission, but did not want to lose Joe's friendship?

Students could work on this case individually, then meet for a discussion of their solutions. This would not only be a good basis for an interesting discussion, but would help them to see other points of view and explore solutions other than their own.

Gaming

Gaming is a type of simulation designed to bring about learning as a natural by-product of the problem-solving actions of a game. The aim is to mix cooperation and competition, as games do, within the learning situation. Games are stimulating and include a great deal of involvement. The consequences of the students' moves (decisions) are immediately apparent to students and teacher. Games involve actual behavior, rather than hypothetical verbal intentions or solutions.

Many games have been developed by commercial firms, such as "Consumer" and "Ghetto." However, games may be developed by the individual teacher or by the students themselves. In fact, the process of developing a game may prove to be more of a learning experience for the students than the actual playing of the game. In the process of development, they have to look at all aspects of the situation.

Games made by you or your students may be more closely related to student needs and the identified learning objectives. For example, a homemaking and consumer education teacher could develop (or have students develop) a game to teach the concepts of nutrition. It could be either a board or card game with the various elements of nutrition involved, designed to instruct students in how to choose foods wisely for optimum nutrition.

A good deal of information is now available in the literature about framegames.[1] Framegames are so called because they provide the structure (the frame) for various games without providing the content. For example, a single framegame—intended to train—might be used to teach an agriculture concept to one group and telephone procedures to another group. The rules and format of each game are established; the content varies based on the objectives to be met. Framegames can be a flexible instructional tool in the hands of a capable and creative instructor.

Dormant and Thiagarajan, in their writing and through their workshops, offer training in the use of a variety of framegames, including Group Grope, Five Five, Scifi, and Great Debate. Group Grope is a game in which participants exchange and explore personal opinions about a common topic. In Five Five, teams compete and cooperate in order to generate a list and arrange the items in order of priority. Scifi is a game in which teams come up with solutions to common problems and identify the best solutions through peer evaluation. In Great Debate, participants take the roles of prosecutors and defendants and evaluate the pros and cons of a given object or activity.

The applications of such games to the vocational-technical classroom are unlimited. Group Grope, for example, could be used to help agriculture students deal with an emotional issue such as the use of pesticides. Each student would be given four blank

1. Information on framegames is taken from the work of Diane Dormant and Sivasailam Thiagarajan, independent performance technology and training consultants for Instructional Alternatives, 4423 Trailridge Road, Bloomington, Indiana.

cards and, on each one, would complete the statement, "Pesticides should . . . ." Each student then discards his/her two least favorite statements and gets three new cards with statements prepared by the instructor. The student arranges these five total cards in order of priority and then goes to a table covered with cards and trades until he/she likes all five of his/her cards. Each student then selects the one favorite card, goes to five other students, shows his/her favorite, and reads each of their favorites. Based on this sharing, students team up with other students who have ideas compatible with theirs. From all their cards, members of each team select their five favorite ideas and devise a bumper sticker slogan summarizing these five ideas. The game involves decision making and group interaction skills.

Five Five could be used in a vocational student organization meeting to structure students' selection of fund-raising activities to undertake. Scifi could be used by cosmetology students to solve a customer relations problem. Great Debate could be used by health occupations students to evaluate the ethics of a particular clinical assignment. In all service areas, for all manner of purposes, framegames can be used to accomplish instructional objectives in a fresh and exciting way, with maximum student participation.

Role-Playing

Role-playing is an "acting out" of a situation, problem, or incident that is of concern. For example, in a job training class, conflict situations concerning customer relations could be worked out through role-playing. Using this technique, participants assume a role in a serious effort to think and act as a designated character would be likely to do in a given situation. It is especially effective with small groups and should always be set within a framework of group participation for discussion and analysis. The audience can learn as much from observing and evaluating as those involved in the actual role-playing. In some cases, an entire small class of 10 or 12 students can participate, taking various roles in, for example, a committee of labor/management negotiators.

Role-playing is an unrehearsed dramatization in which the players attempt to make a situation clear to themselves and to the audience by playing the roles of participants in the situation. To attain this purpose, the playing of the roles must be kept close to the reality of the situation, but still allow the players to react freely and spontaneously. The kind of role-playing most often used in schools deals with understanding social situations and is thus called "sociodrama."

Role-playing is frequently used for teaching employability skills, but there are many additional possibilities where human relations skills must be taught and learned. Many occupational areas require skills in dealing with customers and clients. Health occupations students need practice in the skills related to working with doctors or instructing patients in self-care. In agricultural education, role-playing might be used to develop students' leadership skills.

Role-playing is not a magic technique by which all teaching problems can be solved. It is an important technique that requires skill to use properly so as not to produce harmful effects instead of the desired outcomes. When used properly, role-playing can accomplish the following:

- Stimulate student interest and participation in class
- Provide a kind of laboratory in which roles can be examined and experimented with in situations where a semblance of reality exists
- Give insight into the roles a person plays in real life and how effectively one plays those roles
- Teach students to perform new roles and, thus, adjust more adequately to the groups of which they are a part
- Provide examples of behavior, which can be more effective than merely talking about the situation
- Help develop clearer communication, for it is sometimes easier to "act out" a situation than to put it into words
- Help students to have a more sympathetic attitude toward others and to understand their points of view
- Help students learn to express themselves
- Acquaint students with problems and possible solutions
- Provide a means of extending emotional insights among group members and among groups
- Demonstrate in advance how students will probably react under certain real conditions
- Provide a basis for evaluating the students' mastery of the skills involved

Role-playing is a simple, but effective, technique for teaching the basic concepts of human relations—for gaining insight into why individuals respond the way they do in various situations. Role-playing can allow students to look at their own actions more objectively. As observers, they can perceive themselves in a role being played, feel how they would feel if treated that way. During the discussion period, they can hear how others feel about the behavior. Any criticism is directed toward a character in a role and not toward an individual.

Role-playing also teaches the important skill of putting yourself in the other person's shoes in order to understand how he/she will react in a particular situation and why. Thus, it is an important tool in helping students learn to get along with other people.

Role-playing is an effective way to test alternative methods of working in a group or handling a situation. Role-playing can be fun for those who observe, as well as for those who participate, and can, therefore, often stimulate interest. It is a technique combining effective learning with an enjoyable experience.

Role-playing generally has three forms: role-reversal, character role-playing, and position role-playing. In **role-reversal,** group members assume the roles of the other persons with whom they must interact; e.g., the student becomes a customer or patient. This provides a way to identify with the other person's point of view.

In **character role-playing,** the participant becomes a specific person and acts as he thinks that character would act in that particular situation; e.g., the "actor" becomes Mr. Jones, Personnel Manager of Doaks Department Store.

Position role-playing is like character role-playing, except the facts about the person are not given. Thus, one is free to play the role as he/she interprets it; e.g., the actor plays the part of store manager, rather than a particular store manager.

The topics for role-playing situations are as broad as the area of human relations and problems. Problem situations are found in the home among family members; in the school among teachers, students and administrators; and on the job between employers and employees or between salespeople and customers. Role-playing can be as simple as a parent trying to get a son or daughter up in the morning or as complex as a legislative committee dealing with a budget problem.

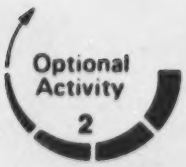
The following steps should be considered in involving students in a role-playing experience:

1. Prepare the students for the experience by familiarizing them with a problem situation they can relate to.
2. Discuss the situation and help students see the problem involved.
3. Orient students to the role-playing technique and define their roles thoroughly.
4. Call for volunteers and select the participants to act out the roles.

5. Give the participants a short preparation time (10 to 15 minutes) to think through the problem and the stand they will take. Give each participant a name card to aid in identification of the role.
6. Prepare the observers by having each select a character or two to follow. Later, they can see whether they agree with how the roles are interpreted and presented.
7. Proceed with the role-playing until the participants have had time to make their positions known. Then, stop while the interest is still high. The amount of time will vary with the situation, but usually 5 to 15 minutes are required.
8. Follow-up the role-playing experience with a carefully guided discussion. The follow-up activities you select will depend upon the objectives, but the following procedures are frequently used:
   - Ask participants how they felt when certain things occurred. Ask the observers how they would have felt in that situation.
   - Ask participants why they acted as they did in specific situations, and pose the same question to the observers.
   - Ask what they learned from the role-play and how it relates to how they would behave on the job.
   - Ask for suggestions for alternative behavior in the situation.
   - Summarize the learning experience.
9. Repeat the role-play with different students if students are still interested.

Certain precautions should be observed in a role-playing activity as follows:

- An individual should not portray a role involving his/her own personal problems. This can be painful and harmful. In other words, a student who has an unpleasant telephone voice should not be asked to play the role of an employee with an unpleasant telephone voice during a role-playing activity performed before the entire class. This student needs help on an individual basis.
- When analyzing a role-playing situation, speak of the role, not the students playing the role. In other words, say "the secretary should not have . . . ," rather than, "John should not have . . ."
- Use volunteers only, if possible.
- Do not select a situation that might embarrass persons in the group.
- Discourage students from "hamming it up" in the portrayal of roles.
- Integrate the role-playing session into the total lesson; it should not be just a time-filler.
- Help students leave the simulated experience with a feeling that there may be more than one answer to a problem.
- Do not rush the follow-up discussion, for this is an important period of learning.



You may wish to refer to the *Current Index to Journals in Education* (CIJE) to identify journal articles relating to simulation in general and to its uses in your occupational specialty. CIJE is a publication, available in most libraries, that publishes each month a listing of journal articles—cross-indexed by subject, author, and EJ-number—with abstracts. To locate the articles you need for this topic, you should check the following descriptors in the subject section of CIJE: computer-assisted instruction, games, role-playing, and simulation.

You could also consider subscribing to a journal keyed to this topic or encouraging your administrator (now if you are an inservice teacher, later if you are a preservice teacher) to add a subscription to such a journal to the institution's professional library. Two such journals are *Simulation and Games* and *Journal of Experiential Learning and Simulation.*

A supplementary reference that you would find very useful is *The Guide to Simulations—Games for Education and Training* by Horn and Cleaves. This reference text (700 pages) contains information about 1100 simulations and games available on the market. For each simulation or game listed, the authors provide information about what it is, what age group it is appropriate for, who manufactures it, how much it costs, where it can be obtained, and so on. All items listed are in the low to moderate cost range, and most are for a junior high to adult audience. The items are cataloged into 25 academic sections and 8 business sections and cross-referenced for easy use.

Another supplementary reference to which you may wish to refer is *Simulations: A Handbook for Teachers* by Jones. This 128-page text seeks to "demythologize" the whole subject of simulation—to show its practical applications. Chapters in this book cover such topics as what simulation is and how to design, choose, use, and assess simulations.

Your institution may have available videotapes showing examples of teachers using a variety of simulation techniques. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in employing simulation techniques, using the criteria provided in this module or critique forms or checklists provided by your resource person.

The following items check your comprehension of the material in the information sheet, Employing Simulation Techniques, pp. 6–12. Each item describes how a particular teacher made use of a simulation technique. After reading each item, **identify** the type of simulation technique being used and **describe** its key characteristics in the space following the item.

SELF-CHECK

1. Ms. Ryckman decided to help her students learn the concepts involved in money management through involvement in a simulation experience. Rather than plan and develop the experience herself, she enlisted the aid of the students. They became quite interested in the development of the simulation—a decision-making activity about money management. It was planned so that those involved in the simulation used cards providing different decision-making situations. Feedback was provided as they proceeded with the activity. Not only was the experience fun, but it proved to be quite effective in involving students actively in the learning process.

2. Mr. Parsley found that several students in his class were experiencing difficulty in diagnosing problems in the small engines they were to repair. One of Mr. Parsley's friends had given him a motorcycle engine that was still in his basement at home. He spent a few hours one rainy weekend incorporating the engine into a simulation activity that helped students diagnose problems and gave them instant feedback concerning whether their diagnosis was correct.

3. Mr. Fargen, the agriculture teacher, devised a simulation experience to aid his students in learning the concepts of farm management. In a packet of materials, Mr. Fargen included records, bills, a tape of some phone calls, memos, etc., that might be part of a farm manager's experiences. Also involved were procedural instructions and a planning sheet for use as the students proceeded through the experience. After a few students worked through the experience, they met in a small group to discuss how each had performed the activities in the experience.

4. The students in Ms. Conner's distributive education class were experiencing difficulty dealing with situations involving customer relations. Ms. Conner decided to use a simulation technique to involve students and provide them with a common basis for discussion. She wrote several short stories about conflict situations involving sales personnel and customers. Ms. Conner gave one story to the students to solve individually; then they discussed their proposed solutions.

5. Mr. Page wanted his business and office education students to have some real-world experiences involving supervisor-employee situations. However, he felt that they weren't ready for the actual experience yet as it would be too threatening for them. In preparation for the real-world experiences, Mr. Page decided to use a simulation experience. As a result of viewing a film, the students were stimulated to plan some situations and then act them out to get the feel of the real situation. Those not involved as actors served as observers and evaluators of the activity.

Compare your written responses to the self-check items with the model answers given below. Your identification of the types of simulation techniques should exactly duplicate the model responses; your descriptions of the key characteristics of each type should closely match the model responses.

MODEL ANSWERS

1. Gaming Simulation:
   - Problem-solving activity
   - Combines cooperation and competition
   - Student moves (decisions) are immediately known, and consequences serve as feedback
   - May be purchased commercially or developed by teacher or students
2. Equipment Simulation:
   - Simulated equipment must be realistic; i.e., include same parts for manipulation as the real thing and not be obsolete
   - Extraneous details of the equipment or procedure may be omitted
   - Usually less expensive than the real equipment
   - Many times less dangerous than the real equipment
   - Feedback must be provided either by the machine, by materials, or by the resource person
3. In-Basket Simulation:
   - Includes active involvement in a mock situation
   - Decision-making process involving the setting of priorities
   - Tests student's ability to perform tasks and carry through on procedures
   - Includes memos, letter, phone calls, etc., that would normally come to a person in that specific position
   - Feedback is provided as student carries through on the simulation and in follow-up discussion
4. Case Study Simulation:
   - Problem-solving technique in which a story or conflict situation is presented
   - Students (usually individually) seek solutions to the problem situation
   - Feedback is provided through a follow-up discussion
   - Provides a common basis for discussion
5. Role-Playing Simulation:
   - Volunteer students act out situations to learn how they may respond in the real world
   - Those not portraying roles serve as observers of the roles being played
   - Criticism must be of role, not the player, so as not to cause embarrassment to students
   - Feedback is provided through follow-up discussion involving both actors and observers

Level of Performance: Your identification of the techniques should have exactly duplicated the model responses; your description of key characteristics should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Employing Simulation Techniques, pp. 6–12, or check with your resource person if necessary.

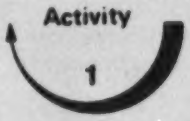
NOTES

Learning Experience II

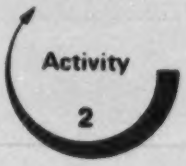
OVERVIEW

For simulated classroom situations, use or critique the use of simulation techniques.

NOTE: The next six activities involve the use of peers. If peers are not available to you, proceed directly to the explanation of the alternate activity, which follows.



You will be selecting a student performance objective in your occupational specialty that lends itself to using a simulation technique (other than role-playing) to aid students in achieving the objective.



You will be planning a simulation experience to aid students in achieving the selected objective, using the Simulation Planning Guide, p. 19.

You will be locating existing simulation materials or developing your own.

You will be conducting the simulation experience with a group of peers.

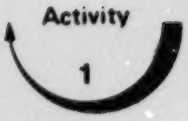
You may wish to plan and conduct additional experiences using different types of simulation techniques.

Your competency in conducting a simulation experience will be evaluated by your peers, using copies of the Simulation Checklist, pp. 21–29.

You will be reading the Case Studies, pp. 31–34, and writing critiques of the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in using simulation techniques by comparing your completed critiques with the Model Critiques, pp. 35–36.

NOTE: The next six activities involve the use of peers. If peers are not available to you, turn to p. 31 for an explanation of the alternative activity.



Select a student performance objective in your occupational specialty that could be achieved, at least partially, by employing a simulation technique other than role-playing. (In a real-world situation, you start with an objective and then select the most appropriate materials and teaching methods. In this practice situation, however, you need to select an objective that lends itself to using a simulation technique other than role-playing.)

Use the planning guide below, or a plan suggested by your resource person, to guide your planning of the simulation experience. Remember, however, that this plan covers **only** the simulation experience; it is not a total lesson plan.

SIMULATION PLANNING GUIDE

1. Student performance objective(s): _____

   _____

2. Concepts to be covered:

   a. _____

   b. _____

3. Type of simulation to be employed: _____

4. Roles to be portrayed: _____

   a. _____ c. _____

   b. _____ d. _____

5. Materials and equipment needed:

   a. _____ c. _____

   b. _____ d. _____

6. Total time allocated _____ No. of students involved _____

7. Conducting the simulation:

   a. Setting the stage _____

   b. Procedure _____

   _____

   _____

   c. Follow-up _____

Locate existing simulation materials for the technique you chose (either commercially prepared, or materials developed by another teacher), or develop your own materials if existing materials are not appropriate for the objective you selected.

In a simulated classroom or laboratory situation, conduct the simulation experience with a group of one to five peers. These peers will serve two functions: (1) they will role-play the students with whom you are conducting the simulation experience, and (2) they will evaluate your performance.

To gain practice in using a variety of simulation techniques, you may wish to plan and conduct more than one type of simulation experience. It is **highly recommended** that you plan and conduct at least one or two additional simulation experiences if possible.

Multiple copies of the Simulation Checklist are provided in this learning experience, pp. 21–29. Give a copy to each peer before conducting the experience in order to ensure that each knows what to look for in your performance. However, indicate that, during the simulation experience, all attention is to be directed toward the activity and that the checklists are to be completed **after** the activity is finished.

SIMULATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In conducting the simulation experience, the teacher:				
1. used a simulation experience appropriate for the objectives to be achieved	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the simulation experience	☐	☐	☐	☐
3. used a realistic simulation situation	☐	☐	☐	☐
4. oriented you to the simulation experience	☐	☐	☐	☐
5. clarified your roles or involvement in the simulation activity	☐	☐	☐	☐
6. provided a simulation experience suited to your needs, interests, and abilities	☐	☐	☐	☐
7. served as a resource person throughout the simulation experience	☐	☐	☐	☐
8. provided materials for the simulation to aid you in meeting the objectives	☐	☐	☐	☐
9. involved you in a follow-up discussion and evaluation at the close of the simulation experience	☐	☐	☐	☐
10. reinforced the major concepts involved in the simulation experience during the follow-up	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

SIMULATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In conducting the simulation experience, the teacher:				
1. used a simulation experience appropriate for the objectives to be achieved	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the simulation experience	☐	☐	☐	☐
3. used a realistic simulation situation	☐	☐	☐	☐
4. oriented you to the simulation experience	☐	☐	☐	☐
5. clarified your roles or involvement in the simulation activity	☐	☐	☐	☐
6. provided a simulation experience suited to your needs, interests, and abilities	☐	☐	☐	☐
7. served as a resource person throughout the simulation experience	☐	☐	☐	☐
8. provided materials for the simulation to aid you in meeting the objectives	☐	☐	☐	☐
9. involved you in a follow-up discussion and evaluation at the close of the simulation experience	☐	☐	☐	☐
10. reinforced the major concepts involved in the simulation experience during the follow-up	☐	☐	☐	☐

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Name _____

Date _____

Resource Person _____

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1. used a simulation experience appropriate for the objectives to be achieved	☐	☐	☐	☐
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6. provided a simulation experience suited to your needs, interests, and abilities	☐	☐	☐	☐
7. served as a resource person throughout the simulation experience	☐	☐	☐	☐
8. provided materials for the simulation to aid you in meeting the objectives	☐	☐	☐	☐
9. involved you in a follow-up discussion and evaluation at the close of the simulation experience	☐	☐	☐	☐
10. reinforced the major concepts involved in the simulation experience during the follow-up	☐	☐	☐	☐

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Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In conducting the simulation experience, the teacher:				
1. used a simulation experience appropriate for the objectives to be achieved	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the simulation experience	☐	☐	☐	☐
3. used a realistic simulation situation	☐	☐	☐	☐
4. oriented you to the simulation experience	☐	☐	☐	☐
5. clarified your roles or involvement in the simulation activity	☐	☐	☐	☐
6. provided a simulation experience suited to your needs, interests, and abilities	☐	☐	☐	☐
7. served as a resource person throughout the simulation experience	☐	☐	☐	☐
8. provided materials for the simulation to aid you in meeting the objectives	☐	☐	☐	☐
9. involved you in a follow-up discussion and evaluation at the close of the simulation experience	☐	☐	☐	☐
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Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

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8. provided materials for the simulation to aid you in meeting the objectives	☐	☐	☐	☐
9. involved you in a follow-up discussion and evaluation at the close of the simulation experience	☐	☐	☐	☐
10. reinforced the major concepts involved in the simulation experience during the follow-up	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

The following case studies describe how four vocational-technical instructors planned and conducted a variety of simulation experiences with their students. Read each of the case studies, and then **explain in writing** (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have conducted the experience.

CASE STUDIES

Case Study 1: The Case Study

The spring term was about to end, and students were beginning to plan for summer. Ms. Gordon knew that several of her cosmetology students were looking for summer jobs and would be having job interviews with employers. The class had discussed interviews, but by the questions asked, she felt the students would be unsure of themselves in interview situations.

Ms. Gordon had an idea. Instead of simply discussing interview techniques again in class, she would try to use some case study situations. She spent considerable time one evening preparing a long, involved case study with several complex conflict situations. "There," she thought, "that should challenge even the best students."

At the beginning of class the next day, Ms. Gordon handed out copies of the case study and told the students to work out their solutions to the problems. She didn't want to waste time with a lot of explanation because she thought it would take all their time just working out the solutions.

The students worked on the case study for about 15 minutes. Then, they began to grow restless and talk among themselves. Ms. Gordon couldn't understand how they could be finished so quickly. The discussions grew louder, but even though they seemed to involve job interview techniques, Ms. Gordon was irritated. She wanted the students to **write out** the solutions to the case study she had worked so hard to develop. In fact, Ms. Gordon was so disturbed that she gave the students a pop-quiz covering interview techniques. Furthermore, she indicated that the quiz would count for their entire week's grade.

Case Study 2: Simulator Equipment

When Mr. Gilmore took the position as agriculture teacher at Tri-County Vo-Tech Center, he noticed several pieces of equipment locked in a storage room in the farm machinery building. While putting some other pieces of equipment into the storage area, Mr. Gilmore decided to investigate just what was there. One of his finds was a small tractor engine. An idea came to him as he explored ways to use the engine.

Mr. Gilmore was in the process of developng a unit on farm machinery repair and maintenance. He planned to teach the unit in late winter so students could get their equipment in good condition before the heavy work season began in the spring.

The FFA members had been searching for a special project, so Mr. Gilmore thought about putting their talents to work in a learning situation. He approached them with the idea of building an equipment simulator using the tractor engine. The members were eager to get started. They worked diligently, spending extra time on the project.

By late winter when the unit on farm machinery repair and maintenance was to be taught, the equipment simulator was complete. The FFA members had been very creative in their work, using many library materials and asking Mr. Gilmore for assistance when needed. Two members, especially interested in writing, had developed a manual for the simulator. Special recognition was given to the members involved in the project at one of the FFA meetings.

In teaching with the simulator, Mr. Gilmore oriented the class to its operation by asking two of the inventors and developers to explain both it and the manual. Mr. Gilmore then worked with small groups to see that they understood the procedures to follow. Students were encouraged to use the simulator in practicing the diagnosis of engine problems and in making the repairs needed. They received instant feedback mechanically from the machine concerning whether each of their responses was accurate or inaccurate.

Case Study 3: Gaming

The students in Ms. David's child-care class were making plans to help third graders in an elementary school learn good daily food habits. In a buzz group, the students were thinking of ideas for presenting the nutrition concepts to the third graders. The technique they finally selected was a gaming simulation.

Much excitement was generated and the students began the task of developing the game with much enthusiasm. They spent several class periods in the art room just making the cards for the game that would cover the concepts they had decided to include. They also spent a great deal of time developing the rules for playing the game. Ms. David insisted that every piece of the game be beautifully done. After all, she didn't want to take poor materials to another teacher's class. Finally, all the materials were prepared, and plans made for playing the game with the elementary class.

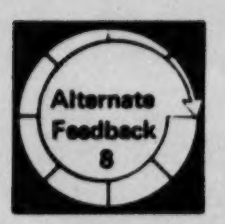
The third graders were excited to have all the "new teachers" and to get to play a game. Two child-care students worked with each group of four third graders in explaining the rules and serving as resource persons as the game was played.

After about ten minutes, interest began to lag. Soon some of the groups indicated that they wanted to quit. The students gathered all their materials together and went back to their classroom. They were discouraged that, after all their work in preparing the game, it had been used for such a short time.

Case Study 4: In-Basket Exercises

Mr. Ross, the business instructor, received a packet of in-basket simulation materials from a publishing company on a trial basis. Mr. Ross quickly looked through the materials and decided to use them the next day with a class. Although Mr. Ross had never used the in-basket technique before, he had heard about it. He thought it would be easy enough to do if he read through the directions as he presented the materials to the students.

At the beginning of class the next day, Mr. Ross read the directions to the students and handed out the in-basket items. The students attempted to follow his directions, but soon became confused. They began to ask Mr. Ross questions that he couldn't answer. Finally, in exasperation, he said, "I don't think these are very good materials anyway. They are just something the company wants to sell. They are too complicated, and I'm going to send them back with the suggestion that they make them simpler to use."



Compare your written critiques of the instructors' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

If Ms. Gordon really wanted to involve her students as they learned about interview techniques, role-playing would have been a better technique to use. In a role-play, they could have acted out different interview situations.

However, since she did select the case study technique, she could have conducted it more effectively with her class. Although Ms. Gordon may have had the performance objective in mind, she neglected to explain it to the students. Ms. Gordon, in her attempt not to waste time, did not set the stage for the case study technique. The students had no guidance in the procedures they were to follow, nor the objectives they were to attain. Therefore, as soon as they had read the story, they began to discuss it with those around them, instead of first writing out their solutions to discuss later in a follow-up (if Ms. Gordon intended to have one).

Evidently, the students were interested in learning about interview techniques since the talk among themselves was on that subject. Here was a golden opportunity for Ms. Gordon to have acted as a resource person and aided students in achieving objectives, instead of getting angry and giving a quiz as a punishment—a poor choice in any case.

Case Study 2:

Mr. Gilmore seems to be a creative teacher who used the resources available to involve students in the teaching-learning process. They were involved from the planning stages through to the use of the simulator. He gave them recognition when it was due and involved them in teaching others. Orientation was given, and students were aided in small groups. Then, they were encouraged to use the simulator for individual instruction. Mr. Gilmore served as a resource person throughout, but still gave the students opportunity for creativity.

Case Study 3:

The project with the third graders had a successful beginning and could have ended just as well with a bit more planning on Ms. David's part. The objectives seemed to be clear to students, and they were involved in the project from the beginning.

The problem seemed to start when Ms. David insisted on perfect materials. A vast amount of time was spent on their preparation. Also, she evidently did not prepare the students for the fact that third graders have a much shorter interest span than older students. Thus, they would be interested in working with **any** technique for only a short period.

Involving the third graders in the preparation of the materials would have been an excellent idea. Their interest probably could have been maintained for a longer time, and they could have learned nutrition concepts in the process.

Either a follow-up on the game was not planned, or it was not carried out. The lesson simply ended when the youngsters got tired of playing the game. The reinforcement of concepts and the summarization of key ideas were overlooked in the learning process.

Case Study 4:

Mr. Ross didn't give the in-basket materials a fair trial. Neither was this approach fair to the students in his class. Since Mr. Ross had never used the in-basket technique before, he needed to review the materials thoroughly, make sure they related to the lesson objectives, and plan in detail the process of conducting the experience. Of course, he couldn't orient the students nor answer their questions if he didn't understand it himself.

The in-basket technique can be a stimulating teaching-learning tool. It could have been used successfully with Mr. Ross's students if he had taken time to study the packet of materials, even at the expense of delaying the simulation lesson. He was not prepared to direct the instruction proposed in the packet. Thus, the instruction did not succeed. Blaming the failure on the materials and the technique

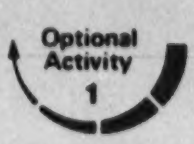
could result in making those students reluctant to try it again as part of another class. Consequently, he is not only limiting the techniques he will use, but encouraging the students to be wary of new techniques.

Level of Performance: Your written critiques of the instructors' performance should have covered the same major points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Employing Simulation Techniques, pp. 6–12, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

For simulated classroom situations, use or critique/describe the use of role-playing techniques.



You may wish to read one or both of the following supplementary references: Clark and Starr, *Secondary School Teaching Methods*, pp. 235–241; and/or Maier, Solem, and Maier, *The Role-Play Technique: A Handbook for Management and Leadership Practice*.

NOTE: The next five activities involve role-playing with peers. If peers are not available to you, proceed directly to the explanation of the alternate activity, which follows.

You will be selecting a student performance objective in your occupational specialty that lends itself to using a role-playing activity to aid students in achieving the objective.

You will be planning the role-playing activity to aid students in achieving the selected objective, using the Role-Playing Guide, p. 40.

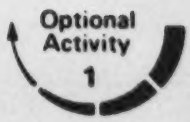
You will be locating existing role-playing materials or developing your own.

You will be conducting the role-playing activity with a group of peers.

Your competency in conducting a role-playing activity will be evaluated by your peers, using copies of the Role-Playing Checklist, pp. 43–51.

You will be reading the Case Studies, pp. 53–54, and (1) writing a critique of the performance of the first teacher described and (2) completing the second case study to provide an example of the correct procedure.

You will be evaluating your competency in responding to the Case Studies by comparing your completed responses with the Model Responses, p. 55.



For further information on using role-playing activities in the classroom, you may wish to read Clark and Starr, *Secondary School Teaching Methods*, pp. 235–241; and/or Maier, Solem, and Maier, *The Role-Play Technique: A Handbook for Management and Leadership Practice*. Each of these sources has applicability for both secondary and postsecondary teaching; however, the Maier *et al.* text should prove especially valuable to the postsecondary instructor. The text provides complete instructions for a number of situations involving problems and conflicts associated with job supervision and employment conditions in general. The situations are carefully described and the roles to be played are developed in detail. Sample titles of the role-plays included are "The Frustrated Supervisor," "The Use of Office Phones," "The Problem of Overtime," and "The Promotion Interview."

NOTE: The next five activities involve role-playing with peers. If peers are not available to you, turn to p. 53 for an explanation of the alternate activity.

Select a student performance objective in your occupational specialty that could be achieved, at least partially, by conducting a role-playing activity. (In a real-world situation, you start with an objective and then select the most appropriate materials and teaching methods. In this practice situation, however, you need to select an objective that lends itself to using a role-playing activity.)

Use the planning guide below, or a plan suggested by your resource person, to guide your planning of the role-playing activity. Remember, however, that this plan covers only the role-playing activity; it is not a total lesson plan.

ROLE-PLAYING PLANNING GUIDE

1. Student performance objective(s): _____

   _____

   _____

2. Concepts to be covered:

   a. _____

   b. _____

3. Type of simulation to be employed: _____

4. Roles to be portrayed: _____

   a. _____ c. _____

   b. _____ d. _____

5. Materials and equipment needed:

   a. _____ c. _____

   b. _____ d. _____

6. Total time allocated _____ No. of students involved _____

7. Conducting the simulation:

   a. Setting the stage _____

   b. Procedure _____

      _____

      _____

   c. Follow-up _____

      _____

      _____

Locate existing role-playing materials (either commercially prepared or materials developed by another teacher), or develop your own materials if existing materials are not appropriate for the objective you selected.

In a simulated classroom or laboratory situation, conduct the role-playing activity with a group of two to five peers. These peers will serve two functions: (1) they will role-play the students with whom you are conducting the role-play activity, and (2) they will evaluate your performance.

Multiple copies of the Role-Playing Checklist are provided in this learning experience, pp. 43–51. Give a copy to each peer before conducting the role-playing activity in order to ensure that each knows what to look for in your performance. However, indicate that, during the role-playing activity, all attention is to be directed toward the activity and that the checklists are to be completed **after** the activity is finished.

NOTES

ROLE -PLAYING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In conducting the role-playing activity, the teacher:				
1. devised a role-playing activity that was appropriate for the objectives to be achieved	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the role-playing activity	☐	☐	☐	☐
3. provided a role-playing situation suited to your needs, interests, and abilities	☐	☐	☐	☐
4. oriented you to the role-playing situation	☐	☐	☐	☐
5. selected volunteers to be the actors or participants in the role-playing activity	☐	☐	☐	☐
6. served as resource person throughout the role-playing activity	☐	☐	☐	☐
7. directed the role-playing activity toward a positive conclusion, leaving you with a feeling that the situation can be solved	☐	☐	☐	☐
8. terminated the role-playing activity after participants had time to portray their position and while interest was still high	☐	☐	☐	☐
9. oriented observers to their function during the role-playing activity	☐	☐	☐	☐
10. involved you in a follow-up discussion at the close of the role-playing activity	☐	☐	☐	☐
11. reinforced the major concepts of the role-playing activity during the follow-up	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ROLE -PLAYING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In conducting the role-playing activity, the teacher:				
1. devised a role-playing activity that was appropriate for the objectives to be achieved	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the role-playing activity	☐	☐	☐	☐
3. provided a role-playing situation suited to your needs, interests, and abilities	☐	☐	☐	☐
4. oriented you to the role-playing situation	☐	☐	☐	☐
5. selected volunteers to be the actors or participants in the role-playing activity	☐	☐	☐	☐
6. served as resource person throughout the role-playing activity	☐	☐	☐	☐
7. directed the role-playing activity toward a positive conclusion, leaving you with a feeling that the situation can be solved	☐	☐	☐	☐
8. terminated the role-playing activity after participants had time to portray their position and while interest was still high	☐	☐	☐	☐
9. oriented observers to their function during the role-playing activity	☐	☐	☐	☐
10. involved you in a follow-up discussion at the close of the role-playing activity	☐	☐	☐	☐
11. reinforced the major concepts of the role-playing activity during the follow-up	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ROLE -PLAYING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In conducting the role-playing activity, the teacher:				
1. devised a role-playing activity that was appropriate for the objectives to be achieved	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the role-playing activity	☐	☐	☐	☐
3. provided a role-playing situation suited to your needs, interests, and abilities	☐	☐	☐	☐
4. oriented you to the role-playing situation	☐	☐	☐	☐
5. selected volunteers to be the actors or participants in the role-playing activity	☐	☐	☐	☐
6. served as resource person throughout the role-playing activity	☐	☐	☐	☐
7. directed the role-playing activity toward a positive conclusion, leaving you with a feeling that the situation can be solved	☐	☐	☐	☐
8. terminated the role-playing activity after participants had time to portray their position and while interest was still high	☐	☐	☐	☐
9. oriented observers to their function during the role-playing activity	☐	☐	☐	☐
10. involved you in a follow-up discussion at the close of the role-playing activity	☐	☐	☐	☐
11. reinforced the major concepts of the role-playing activity during the follow-up	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ROLE -PLAYING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In conducting the role-playing activity, the teacher:				
1. devised a role-playing activity that was appropriate for the objectives to be achieved	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the role-playing activity	☐	☐	☐	☐
3. provided a role-playing situation suited to your needs, interests, and abilities	☐	☐	☐	☐
4. oriented you to the role-playing situation	☐	☐	☐	☐
5. selected volunteers to be the actors or participants in the role-playing activity	☐	☐	☐	☐
6. served as resource person throughout the role-playing activity	☐	☐	☐	☐
7. directed the role-playing activity toward a positive conclusion, leaving you with a feeling that the situation can be solved	☐	☐	☐	☐
8. terminated the role-playing activity after participants had time to portray their position and while interest was still high	☐	☐	☐	☐
9. oriented observers to their function during the role-playing activity	☐	☐	☐	☐
10. involved you in a follow-up discussion at the close of the role-playing activity	☐	☐	☐	☐
11. reinforced the major concepts of the role-playing activity during the follow-up	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ROLE -PLAYING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In conducting the role-playing activity, the teacher:				
1. devised a role-playing activity that was appropriate for the objectives to be achieved	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the role-playing activity	☐	☐	☐	☐
3. provided a role-playing situation suited to your needs, interests, and abilities	☐	☐	☐	☐
4. oriented you to the role-playing situation	☐	☐	☐	☐
5. selected volunteers to be the actors or participants in the role-playing activity	☐	☐	☐	☐
6. served as resource person throughout the role-playing activity	☐	☐	☐	☐
7. directed the role-playing activity toward a positive conclusion, leaving you with a feeling that the situation can be solved	☐	☐	☐	☐
8. terminated the role-playing activity after participants had time to portray their position and while interest was still high	☐	☐	☐	☐
9. oriented observers to their function during the role-playing activity	☐	☐	☐	☐
10. involved you in a follow-up discussion at the close of the role-playing activity	☐	☐	☐	☐
11. reinforced the major concepts of the role-playing activity during the follow-up	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

In the following case studies, the first describes how one vocational teacher planned and conducted role-playing activities with her students. The second provides an open-ended description of another teacher's use of the technique. Read the case studies, and **respond in writing** to the questions following each case study.

CASE STUDIES

Case Study 1:

As a student teacher in homemaking and consumer education, Ms. Lloyd had been having a problem stimulating students' interest and getting them involved in a unit on family relations. When she discussed this concern with the supervising teacher, he suggested the use of the role-playing technique.

Ms. Lloyd was pleased that her problems were solved. She decided to conduct an hour-long role-playing session for her class the next day instead of using her original lesson plan.

At the beginning of class, Ms. Lloyd said, "Class, we're going to role-play a family situation today to make our lesson more interesting. I know you are going to like it. Jane, you play the mother. Joe, you be the father. Betty, Bill, and Sue, you be the kids. Now, pretend you are all discussing what hours you kids have to be in at night. Go ahead and role-play. Then, we'll talk about what you did."

The students went through the motions of acting out the situation for about ten minutes. Then they seemed to run out of anything to say. They began to laugh and cut-up. Most of the remainder of the students were talking and reading.

Ms. Lloyd was discouraged that the technique suggested by the supervising teacher proved to be such a disaster in her classroom. She decided that role-playing just must not be a good technique for her class.

What suggestions could you give Ms. Lloyd for the use of role-playing?

Case Study 2:

Mr. Eaton, food service instructor, wanted to involve his students in some experiences that would help prepare them for some of the real-world situations involving human relations they would undoubtedly encounter. As he was preparing his lesson plan, he decided that role-playing would be a good technique to use to aid students in meeting the objectives.

Mr. Eaton carefully planned the use of the role-playing technique with his students. He incorporated it into the total lesson, allowing time at the beginning to properly set the stage, and at the end to have a follow-up discussion. . . .

Assuming that you are the writer of this case study, and that you want the case study to represent a model of correct procedure, complete the description of Mr. Eaton's activities in conducting the role-play.

Compare your written responses to the case studies with the model responses given below. Your answers need not exactly duplicate the model answers; however, you should have covered the same **major** points.

MODEL RESPONSES

Case Study 1:

First of all, Ms. Lloyd didn't seem to understand the planning, implementing, and follow-up procedures required for role-playing. This became evident when she decided to substitute an hour-long role-playing session for her original lesson plan. Instead, she should have revised her lesson plan to **include** the role-playing technique. Role-playing should not continue for an hour unless there is considerable interest, different students are used to play the situation, or a variety of different situations are used.

Ms. Lloyd neglected to set the stage for the role-playing experience or to explain the purpose and procedures of the technique to the students. She immediately assigned roles, instead of asking for volunteers. And, she proceeded with the role-playing without giving the actors time to think through the situation or briefing the observers on their function.

The students didn't take the role-playing seriously, probably because they did not understand its purpose nor what they were to do. Finally, there was no follow-up discussion to clarify what had been learned. Thus, students left from a chaotic situation without having met the lesson objectives.

Case Study 2:

In conducting the role-playing activity according to his carefully made plans, Mr. Eaton set the stage by explaining the importance of human relations in the world of work. He suggested that the students practice some of the possible situations in which they might be involved in the real world. An explanation of the role-playing technique aided in assuring the students that it was a way of practicing their responses without the pressure that often comes from being in a real situation.

Mr. Eaton described an employer/employee situation, and volunteers were requested to portray the roles. Selections were made, and the actors were given a few minutes to think through the situation and, in general, to plan their responses. During their planning time, Mr. Eaton was explaining to the observers what their function should be during the role-playing activity. Mr. Eaton again reassured the actors to set them at ease, reminding them, however, that this was a learning situation, not just a fun time.

With all the plans made, the role-play proceeded until each player had made his or her position clear. Then, the role-play was terminated while interest was still high. Mr. Eaton moved directly into a follow-up discussion. This led to a request by the students to role-play other experiences in future classes.

Mr. Eaton was impressed with the seriousness displayed by the students during the learning situation and the mature way they had responded to the situations involved. He felt role-playing was an excellent technique to give students experiences before they reached the real world.

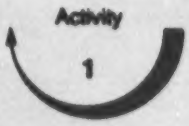
Level of Performance: Your written responses should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Employing Simulation Techniques, pp. 6–12, or check with your resource person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** employ simulation techniques.



As you plan your lessons, decide when role-playing and at least one other simulation technique (case studies, simulator equipment, gaming, or in-basket exercises) could be used effectively to aid in meeting the lesson objectives. Based on those decisions, employ simulation techniques. This will include—

- selecting, modifying, or developing lesson plans that include each of these simulation techniques
- locating or developing the necessary simulation materials
- presenting the lessons to the class

NOTE: Your resource person may want you to submit your written lesson plans to him/her for evaluation before you present your lessons. It may be helpful for your resource person to use the TPAF from Module B-4, *Develop a Lesson Plan,* to guide his/her evaluation.

Arrange in advance to have your resource person observe your performance in conducting a role-playing activity and in employing one other simulation technique.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 59–60.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in employing simulation techniques.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Employ SimulationTechniques (C–5)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In conducting the role-playing activity, the teacher:						
1. devised a role-playing activity that was appropriate for the objectives to be achieved	☐	☐	☐	☐	☐	☐
2. explained the student performance objective(s) to be achieved through the role-playing activity	☐	☐	☐	☐	☐	☐
3. provided a role-playing situation suited to the needs, interests, and abilities of the students	☐	☐	☐	☐	☐	☐
4. oriented students to the role-playing situation	☐	☐	☐	☐	☐	☐
5. selected volunteers to be the actors or participants in the role-playing activity	☐	☐	☐	☐	☐	☐
6. served as a resource person throughout the role-playing activity	☐	☐	☐	☐	☐	☐
7. directed the role-playing activity toward a positive conclusion, leaving students with a feeling that the situation can be solved	☐	☐	☐	☐	☐	☐
8. terminated the role-playing activity after participants had time to portray their position and while interest was still high	☐	☐	☐	☐	☐	☐
9. oriented observers to their function during the role-playing activity	☐	☐	☐	☐	☐	☐
10. involved students in a follow-up discussion at the close of the role-playing activity	☐	☐	☐	☐	☐	☐
11. reinforced the major concepts of the role-playing activity during the follow-up	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
In conducting the other simulation experience(s), the teacher:						
12. used a simulation experience appropriate for the objectives to be achieved	☐	☐	☐	☐	☐	☐
13. explained the student performance objective(s) to be achieved through the simulation experience	☐	☐	☐	☐	☐	☐
14. developed a simulation situation representative of an aspect of real life	☐	☐	☐	☐	☐	☐
15. oriented students to the simulation experience	☐	☐	☐	☐	☐	☐
16. clarified the students' roles or involvement in the simulation activity	☐	☐	☐	☐	☐	☐
17. provided a simulation experience suited to the students' needs, interests, and abilities	☐	☐	☐	☐	☐	☐
18. served as a resource person throughout the simulation experience	☐	☐	☐	☐	☐	☐
19. provided materials for the simulation to aid students in meeting the objectives	☐	☐	☐	☐	☐	☐
20. involved students in a follow-up discussion and evaluation at the close of the simulation experience	☐	☐	☐	☐	☐	☐
21. reinforced the major concepts involved in the simulation experience during the follow-up	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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